

2014 Carl D. Perkins Application
CARL D. PERKINS CAREER & TECHNICAL EDUCATION ACT OF 2006
(Perkins IV)
July 1, 2013 – June 30, 2014

GENERAL INFORMATION FOR LOCAL PLAN AND APPLICATION

BACKGROUND

The Carl D. Perkins Career and Technical Education Improvement Act of 2006 were designed to improve and expand services for students enrolled in career and technical education programs. ***The Act defines career and technical education programs as organized educational activities that offer a sequence of progressive courses composed of both academic and technical content.*** These courses are intended to prepare students for further education and careers in current or emerging employment sectors of high-skill, high-wage or high-demand occupations. The courses include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills of students.

ROLES OF THE KANSAS STATE BOARD OF REGENTS & THE KANSAS STATE DEPARTMENT OF EDUCATION

The Kansas State Board of Regents is the sole state agency and collaborates with the Kansas State Department of Education when administering grant monies received from this Act to secondary and post-secondary educational institutions that have career and technical programs. The administration function involves both the awarding and the oversight of the funds by both entities to assure that the intent of the law is being met within the schools receiving Perkins funding. *Although Congress identifies the minimum requirements for funding use, the Kansas State Board of Regents and the Kansas State Department of Education have the authority to raise the standards.* This helps assure that schools are using funds for program development and improvement rather than program maintenance.

PURPOSE OF THE LOCAL APPLICATION

Each eligible secondary school requesting funding from the 2006 Carl D. Perkins Career and Technical Education Improvement Act must submit an application to the Kansas State Department of Education, Career and Technical Education. The 12 elements of the narrative part of the application tells what activities you plan to implement to improve CTE in your school(s) specifically for FY2014 and broadly for the year FY2015. The Plan for Required Use pages for required and permissive uses of the application will identify specifically the activities described in the narrative. Each Plan for Required Use page includes a section to address the programmatic, fiscal and performance of each activity to be implemented into the FY 2014 application. An overall budget page shows the accumulated total dollars spent, including the administrative cost, if applicable. Each subsequent year of the original 5-year Plan allows for revisions and updates.

USES OF FUNDS

Funds available to your school are based upon a formula mandated in the Carl D. Perkins Career and Technical Education Act of 2006. There are two categories of fund usage: required and permissible. If the application successfully addresses each of the required activities, you may request, with justification, that permissible funds be used to fund a project.

Perkins legislation identifies nine required activities for which funds are to be used in your district. Each of the activities identified on the following pages must be addressed in the application and included in the budget. Funding focuses on the continued improvement of programs, **not the maintenance of current programs.** An example of program maintenance would be a request to pay a counselor's salary, the same salary that has been paid for the past three years. Continuous improvement includes increased student achievement in current programs, the development and implementation of new state of the art programs focusing on high-skill, high-wage or high-demand occupations, integrated curriculum and assessment design, and high quality, sustained, and intensive professional development activities for school personnel that enrich their knowledge and skills and directly relates to changes in technology, increased student achievement and/or program improvement.

While LEAs make decisions as to how allocated funds will be disbursed to support the required uses of funds, consideration should be given to size, scope and quality and the impact each will have on the performance (intended outcomes). The Kansas definitions for size, scope and quality are:

- **Program Quality:** In the context of this legislation, program quality is defined as the measure of how successfully each program is able to teach all enrolled students all workplace standards, competencies, and skills necessary for them to practice careers within their chosen field after graduation, while at the same time supporting a high level of student performance in core academic areas and skills. Grant recipients should establish specific mechanisms to ensure high quality programs, including close alignment with current workplace standards, practices and competencies.
- **Program Scope:** In the context of this legislation, program scope means the curricular parameters and limitations of each program; i.e., the ability of a program curriculum to cover the full breadth of its subject and maintain continuous relevance to the modern workplace. Qualifiers include course content, range of offerings within each sequence, ability to fully simulate the appropriate workplace environment, number of work skills and competencies taught, etc.
- **Program Size:** In the context of this legislation, program size means the quantifiable, physical parameters and limitations of each program – e.g., the number of courses within the approved sequence; the amount of available resources (computers, software, workplace tools, etc.); numbers of staff involved; and the average number of students served each year – that relate to the ability of the program to address all student learning outcomes.

Required Uses of Funds (Mandatory)

In order to be fully funded, the application for your school must address each of the following **requirements** of the Perkins legislation:

1. *Describe how the academic, career and technical skills of students will be strengthened through the integration of academic, career and technical programs. Documentation must be provided.*
2. *Link secondary and postsecondary education.* Links can be achieved through at least one program of study, transitional curriculums, articulation agreements, and joint professional development activities.
3. *Provide programs that address all aspects of an industry,* meaning that the student must have strong experience (work-based learning) and a comprehensive understanding of the industry he or she is preparing to enter.
4. *Develop, improve, and expand the use of technology,* which may include professional development, providing students with the ability to enter high technology and telecommunications careers and encouraging schools to work with high technology industries offering externships and mentoring programs.
5. *Provide sustainable professional development for teachers, administrators and counselors,* including in-service and pre-service training and practices to involve parents and the community.
6. *Evaluate programs serving all students and assess how special populations are being served.*
7. *Initiate, improve, expand and modernize programs, including relevant technology.* In order to meet the needs of business and industry, and the community, programs must continually be developed and upgraded. This increases the chance of employment for the student. In many cases, this involves the development or revision of curriculum, new strategies in teaching methodology, and the opportunity for professional development for teachers.
8. *Provide services of sufficient size, scope and quality.* This is encouraged to assure the student receives the attention, knowledge and experience necessary to successfully transition from the classroom to the work world or additional education and training.
9. *Provide activities to prepare special population students for high-skill, high-wage or high-demand occupations.*

Permissible Uses of Funds

If all nine of the above requirements have been met with objectives described in your application, you may request funding for other areas in need of improvement. Again, this must be a request for funding to enhance, expand or improve a program in order for the request to be considered. Permissible uses of funds requests must identify how the funding will be used. For example, if the funding is requested for mentoring and support services, you must identify the type of service, number of students to be served, etc. Perkins legislation identifies 20 permissible uses of funds. They are listed below.

1. Involve parents, businesses and labor organizations in planning, implementing, and evaluating career and technical education programs.
2. Provide career guidance and academic counseling.
3. Support local business and education partnerships.
4. Provide programs for special populations.

5. Assist career and technical student organizations that are an integral part of the program.
6. Provide mentoring and support services.
7. Lease, purchase and upgrade equipment.
8. Provide initial teacher preparation that addresses integration of academic and career and technical education, including that for teacher candidates from business and industry.
9. Develop and expand postsecondary offerings, including distance education.
10. Develop initiatives to facilitate transition from two-year to four-year degree programs. (Articulation agreements, dual enrollment, academic and financial counseling)
11. Support entrepreneurship education and training.
12. Develop or improve curriculum, particularly for high-skill, high-wage or high-demand occupations.
13. Develop and support career-themed learning communities.
14. Support family and consumer science education.
15. Provide programs for adults and school dropouts to complete secondary education.
16. Provide services for placement in employment and further education.
17. Support non-traditional training and employment.
18. Support automotive technologies training.
19. Pool a portion of funds with other recipients for innovative initiatives.
20. Other activities consistent with purposes of this Act.

UNALLOWABLE USES OF FUNDS

Carl D. Perkins funds are not allowed to support the following items:

Any cost not allocable to specific programs
Any costs not necessary and reasonable
Bad Debts
Canned Curriculum
Consumables (paper, ink jets, etc.)
Contingencies
Contributions/Donations
Entertainment
Food (Meals)
Gas
General Expenses required to carry out the overall responsibilities of programs (OSHA)
Interest and other financial costs
Legislative Expenses, i.e. lobbying expenses
Promotional "give away" items
Student Internships
Student Scholarships
Textbooks
Transportation (for students)
Tuition
CTSO Student Support (No money can be spent directly on students.)
OSHA Requirements
Replacement Equipment
Advertising (Promotional items, exhibit items, booth space)

BUDGET PAGE GUIDANCE

The following information is included to assist you when completing Required and Permissive Use pages and the Perkins IV Budget page.

BUDGET LINE ITEM	EXPLANATION
Grant Writer/Coordinator Salary	If the grant manager position has never been funded with local funds, the position may be funded annually with no more than 25% of the total Perkins dollars used toward the salary. If the position is currently funded with grant funds, the position may continue to be funded annually with no more than 25% of the total Perkins dollars used toward the salary. If an education agency is employing a grant manager with non-grant funds to manage a Perkins Grant, the agency would not be eligible to receive additional management funds or replace the current non-grant expense with funds from the grant. This would be supplanting. According to Perkins IV, Section 311.a: “<i>Supplement not supplant.— Funds made available under this Act for career and technical education activities shall supplement, and shall not supplant, non-federal funds expended to carry out career and technical education activities...</i>” Mandatory time and effort sheet must be kept on file locally. If time and effort sheets are unavailable to review during a Perkins monitoring visit, this privilege will discontinue. There must be a sign-off sheet by the authorized administrator to ensure that supplanting is not occurring and that reliable record-keeping practices are in place. The grant writer/coordinator must be responsible for keeping valid and reliable records including data, equipment, resources, etc. A current job description for the position must be made available each year of the grant. The grant writer/coordinator position would be considered a permissive use of funds, #20. (i.e. <i>Other activities consistent with purposes of this Act.</i>)
Equipment	May not exceed 50% of the total grant; A piece of equipment is identified as an item lasting at least one year. Equipment purchases <u>can't</u> be used to replace items. Equipment purchases <u>must</u> be made to improve, expand or enhance programs. Replacement items can be purchased with CTE State weighted .5 funds and/or local funds.
Gas	If district vehicles or personal vehicles are used, Perkins funds may not be used to purchase/reimburse for gas expenses. School districts are responsible for the maintenance of their own vehicles. If an individual uses their own vehicle or if a district/consortium vehicle is used, mileage can be reimbursed at the State rate. http://www.ksde.org/Default.aspx?tabid=291
Supplies	To make available for use; provide. Supplies can't include consumable items.
Materials	The articles or apparatus needed to make or do something. Materials can't include consumable items.
Resources	A source of aid or support that may be drawn upon when needed. Examples include but are not limited to reference manuals, teacher's textbook, computer programs and safety manuals. Resources can't include consumable items.
Software	Site Licenses, with the understanding that they will be supported for three years only so as to not maintain the activity. Software must be current and relevant to the existing programs/clusters.
Consultant Fee	A fee charged by an individual/expert when providing guidance/information to consortiums/districts
Honorariums	A fee provided to individuals whose work takes place during evening hours and weekends. An honorarium may not be paid during contracted hours.
Externships	Paid time for individuals to participate with business and industry as they integrate improved strategies for all aspects of an industry.
Travel Expenses	May include air, train, lodging, per diem at state rate, car rental, mileage at state rate, and taxi. Meals are not included. Bus transportation is not

	allowable.
Registration Fees	Some registration fees may build in meal cost. Meals not included in registration fees must be paid by the local district/consortium.
Memberships	Professional dues relevant to approved programs/clusters.
Subscriptions	Professional subscriptions must be relevant to approved programs/clusters.
Substitutes	Substitute pay may only be used for the duration of the activity.
Academic/Guidance Counseling	Support integrated activities that may include workshops and conferences.
Career and Technical Student Organizations	Funds may not be spent directly on students but can support advisor needs.
Advisory Committees	Funds may not pay food/meals costs for advisory meetings. Facility rental is allowable.

NOTE: All expenses must have a focus on high-skill, high-wage or high-demand occupations.

KANSAS CAREER & TECHNICAL EDUCATION DICTIONARY OF TERMS

ADVANCED PLACEMENT CREDIT: Also called a credit transfer agreement, an advanced placement credit is part of the written articulation agreement that provides a non-duplicative program of study by authorizing college credit for a secondary level course covering the same competencies as the postsecondary course.

ADVISORY COMMITTEE: A group of persons outside the education profession, comprised of representative lay-people, recognized and respected in their own fields of work, who advise CTE educators, administrators, and local board of education members regarding clusters/pathways, based on the employment needs of the community, state, region, national, and international marketplace.

APPLICATION LEVEL COURSE: An advanced level course that builds on the technical level course and includes opportunities for the learner to demonstrate knowledge learned through practical application of skills. It may include professional experience learning such as internships, health science clinicals, SAE, or in-house training/marketing.

ARTICULATION: A systematic, seamless, student transition process from secondary to postsecondary education that maximizes use of resources and minimizes duplication.

ARTICULATION AGREEMENT: A written commitment that is agreed upon at the state level or approved annually by the lead administrators of a secondary institution and a postsecondary institution, or a sub-baccalaureate degree granting postsecondary institution and a baccalaureate degree granting institution; to a program that is designed to provide students with a non-duplicative sequence of progressive achievement leading to technical skill proficiency, a credential, a certificate or a degree and is linked through credit transfer agreements between the two institutions. {[Section 3(4)] Perkins Act of 2006: The Official Guide} Carl D. Perkins IV legislation Section 203d(3) also allows for articulation with labor organizations and/or businesses located inside or outside the state. This is interpreted to include School to Registered Apprenticeships. For Kansas use, the Articulation Agreement does not have to include a Credit transfer agreement (Advanced Placement Credit). It must include a seamless progression from one level to the next and may include such incentives as scholarships.

ASSURANCES (FOR VE-2 APPROVED PROGRAMS): A legal document that answers seven criteria that should be in place to continue program approval and eligibility for state and federal funds.

CAREER AND TECHNICAL EDUCATION (CTE): Organized educational activities that offer a sequence of courses that provides individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions, provides technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree, may include prerequisite courses (other than remedial courses) that meet other requirements; and include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship of an individual. {[Section 3(5)] Perkins Act of 2006: The Official Guide}

CAREER AND TECHNICAL EDUCATION (CTE) COURSE: A CTE course (for an approved cluster/pathway) is one in a progression leading from introductory to technical to application levels that supports state and national standards and competencies. The foundation for CTE courses is the inclusion of knowledge and skills that all students should achieve for a given career. Each course is required to provide enhanced and improved instruction through the integration of rigorous academics, 21st century skills, career development skills and student leadership. Courses may include experience-based learning opportunities. Courses, if applicable, can be articulated with a postsecondary institution for advanced placement credit. A course can be a part of a sequence of courses that creates an overall program of study assisting the student in preparing a personal plan of study.

CAREER AND TECHNICAL EDUCATION (CTE) SEQUENCE OF COURSES: A progression of courses leading from introductory to technical to application levels that includes the career cluster pathway knowledge and skills as recognized by the Kansas Career Clusters. These courses provide learners with rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions, provides technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree, may include prerequisite courses (other than remedial courses) that meet other requirements. Career and technical education courses may begin at eighth grade and do not include career exploration courses. Courses such as Exploring

Careers (put course number here) are not included in the concentrator sequence because they are required or recommended for all students. Academic courses are counted only if they reflect industry skill standards.

CAREER AND TECHNICAL EDUCATION STUDENT ORGANIZATIONS (CTSO): CTSO's are intra-curricular organizations with career and technical education programs focusing on leadership, workplace, citizenship and personal development skills for students. The eight organizations recognized in Kansas are BPA (Business Professionals of America), DECA, FBLA (Future Business Leaders of America), FCCLA (Family, Career and Community Leaders of America), FFA, HOSA, SkillsUSA, and TSA (Technology Student Association)

COMMUNITY SERVICE: A teaching and learning approach that integrates volunteer community work with academic study to enrich learning, teach civic responsibility, and strengthen communities. It is intended to introduce work skills and habits, may be an extracurricular activity, possibly awarded graduation credit, and sometimes part of a "service learning" project.

COMPETENCY/INDICATOR: A skill statement utilizing a measurable verb that indicates a task or knowledge a learner is required to know and/or be able to perform.

COMPETENCY PROFILE: A validated listing of units of instruction (or duty area) related to competency statements for each unit. A competency profile is an instrument of accountability, providing detailed information related to course or program instructional content. The profile contains a rating scale (for each competency), student identification and completion information. It includes competency-based applied learning that incorporates Career Cluster Foundation Knowledge and Skills. It is also a record-keeping device used by the instructor and students to chart achievement and skill attainment. Competency profiles may be developed at the course level or program level, depending on the program area. Profiles for concentrators must be kept on file locally for five years

CONCENTRATOR: A student has earned three (3) or more secondary level credits in a single CTE pathway, with two (2) of those credits being at the technical and application level

CONCENTRATOR WHO EXITED: A student who has met the criteria to be considered a concentrator AND has graduated secondary education with their cohort class AND has met at least 80% of their pathway competencies.

CONCENTRATOR WHO EXITED FOR OTHER REASONS: A student who has met the criteria to be considered a concentrator but has either 1) not met at least 80% of the competencies by graduation or 2) will not graduate with their cohort class. The reasons for this include but are not limited to the student: transferring out of district, dropping out of high school, or passing away.

CONCURRENT ENROLLMENT: Occurs when a student is simultaneously enrolled in a course at the high school and at the Technical College/Community College/ University, and earns credit for both high school and postsecondary school. The course may be delivered at either the high school or the postsecondary institution.

COURSE COMPETENCY: Statement that describes a unit of instruction (or duty area) related to course outcomes. A competency statement contains an active verb (that is observable and measurable) and a noun (instructional area). Specified competencies are identified and validated by business and industry and supported by local advisory committee.

CROSSOVER COURSE: A course that is approved for inclusion in more than one Career Cluster pathway.

DOUBLE-UP: Two courses taught within the same class period, by the same instructor, regardless of number of students enrolled.

FOUNDATION KNOWLEDGE AND SKILLS: Knowledge and skill statements represent the skills and knowledge, both academic and technical, that all students should achieve for a given career area. They are recognized as academics; communications; problem solving and critical thinking; information technology; systems; technical skills; leadership and teamwork; safety, health and environment; ethics and legal responsibility; and employability and career development.

HEALTH SCIENCE CLINICAL ROTATION: A professional (work-based) experience that occurs at any point during the curriculum other than at the end of the curriculum.

HIGH DEMAND OCCUPATION: An occupation that: 1) has a critical shortage of workers to fill the employment demands of industry, and 2) requires formal training exceeding that which can be provided on the job.

HIGH SKILL OCCUPATION: An occupation that requires all of the following: 1) Specialized technical training, 2) an advanced level of skill sets as defined by each industry and/or education (examples: independent decision making, critical thinking, problem solving), 3) a recognized validation of skill attainment or credential (examples: certification, registration, licensure), and, 4) includes mandatory continuing education and/or training.

HIGH WAGE OCCUPATION: An occupation that: 1) has a median wage for the occupation that is at least 200% above federal poverty level for a specific area/region or an entry wage of \$13.75 or higher, and 2) offers a wage progression strategy.

IN-HOUSE TRAINING: An opportunity for learners to participate in "live work" in their chosen cluster/pathway within the classroom or lab setting.

INTEGRATION: Strategies that provide the blending of academic and technical learning within a sequence of courses.

INTERNSHIP: A supervised work-based learning experience that links a learner with an employer for a planned set of activities often designed to give the learner a broad overview of a business or occupational field (short or long-term; paid or unpaid).

INTRODUCTORY LEVEL COURSE: A course that provides an introduction to specific or multiple clusters or pathways requiring similar foundation knowledge and skills. Introductory level courses are taken prior to the technical and application level courses.

JOB SHADOWING: A temporary, unpaid exposure to the workplace in a career field of interest to the learner and relative to the classroom instruction. It is limited in that it only allows learners to observe. Direct work experience, responsibility, and skills are not acquired.

KANSAS CAREER CLUSTER(S): Divisions of the six fields that include occupations organized around knowledge and skills that have common characteristics and job duties. Kansas identifies 16 broad clusters: 1) Agriculture, Food and Natural Resources; 2) Architecture and Construction; 3) Arts, A/V Technology and Communications, 4) Business, Management & Administration; 5) Education and Training; 6) Finance; 7) Government & Public Administration; 8) Health Science; 9) Hospitality and Tourism; 10) Human Services; 11) Information Technology; 12) Law, Public Safety and Security; 13) Manufacturing; 14) Marketing; 15) Science, Technology, Engineering and Mathematics (STEM); and 16) Transportation, Distribution and Logistics.

KANSAS CAREER FIELD(S): Occupations that are organized around broad, common knowledge and skills. They are recognized as Arts, Communication, and Information; Business, Marketing, and Management; Environmental and Agricultural Systems; Industrial, Manufacturing, and Engineering Systems; Health Science; and Human Resources and Services.

KANSAS CAREER PATHWAY(S): Organized groupings of rigorous academic and career related courses leading from education to employment, that identify each step, skill, educational requirement and aptitude needed to be successful within any specific career. Currently there are 31 pathways identified within the 16 Clusters.

KANSAS COMMON COURSE CODE: An alpha-numeric code used as a standard course description for secondary education that is intended to help schools and education agencies maintain longitudinal information about students' coursework in an efficient, standardized format that is consistent from one system to the next.

NON-TRADITIONAL OCCUPATION: An occupation or field of work for which individuals from one gender comprise less than 25% of individuals employed in that field or occupation.

ON-THE-JOB TRAINING: Training given to employees in the workplace as they perform everyday work activities. It is based on the principle of learning by doing and includes: 1) demonstration and explanation by a more experienced employee, supervisor, or manager, 2) performance of tasks under supervision, and 3) the provision of appropriate feedback.

PARTICIPANT: A student/learner who has earned one, but less than three, CTE credits in an approved Career Cluster Pathway.

PERSONAL PLAN OF STUDY: An individualized plan of study for each student. It is a concentrated effort to explore career opportunities to aid a student in making insightful and purposeful decisions about career goals. It is designed to contain student assessments that reflect his/her abilities, personal interests, and both academic strengths and weaknesses. It should: 1) state the students' career goals and intended postsecondary training; 2) contain a comprehensive educational plan based on the Kansas Career Clusters Model and Programs of Study, commencing in middle school; and 3) include any other information that will assist the student in preparing a resume.

PORTFOLIO: A collection of work documenting performance that may be used to assess performance or progress; or gain employment, advancement, scholarships, or entrance to postsecondary education. For specific pathway portfolio requirements/suggestions see the pathway information web pages on the KSDE website.

PROFESSIONAL EXPERIENCE (WORK-BASED EXPERIENCE): Experience based on a learner's career interest that partner the learners with the school, community and/or business/industry. It provides career or work opportunities above and beyond the classroom, and may provide instruction in all aspects of the industry.

PROFICIENCY CREDIT: Full or partial academic and/or CTE credit awarded to a student who has successfully demonstrated they have simultaneously met standards and expectations in more than one high school course through integrated academic and/or CTE courses.

PROGRAM(S) OF STUDY (POS): Plan that incorporates secondary education and postsecondary education elements; includes academic and career and technical content in a coordinated, non-duplicative progression of courses; and leads to an industry-recognized credential or certificate at the postsecondary level, or an associate or bachelor's degree.

REGISTERED APPRENTICESHIP: A voluntary, industry-driven system for occupations requiring a broad range of high-level skills in full-time, paid employment and training with built-in career placement.

SPECIAL POPULATIONS CATEGORIES: individuals with disabilities; individuals from economically disadvantaged families, including foster children; individuals preparing for non-traditional fields; single parents, including single pregnant women; migrant and individuals with limited English proficiency.

SUPERVISED AGRICULTURAL EXPERIENCE (SAE): A planned, practical agricultural activity which supports skill and competency development, career success and application of skills to an agricultural setting.

SUPERVISED ENTREPRENEURIAL EXPERIENCE: Learner develops a business related to their career field using sound business concepts, procedures and strategies that support National Content Standards for Entrepreneurship education. Ideation and creativity are essential elements when developing the business plan.

TEACHER OF RECORD: A licensed/certified educator who is responsible for a minimum of 20% of the student's learning activities that are within the standards/competencies for a specific course and are aligned to performance measures.

TECHNICAL LEVEL COURSE: A course that builds on the knowledge and skills learned in the introductory level course, with a focus on acquiring practical, technical skills specific to the cluster/pathway.

21ST CENTURY SKILLS: Skills that are essential for workplace/career success; including: critical thinking/problem solving skills, communication skills, creativity & innovation skills, collaboration skills, information and media literacy skills, and contextual learning skills. They are integrated into what is known as 21st Century Content: global awareness, financial, economic, business and entrepreneurial literacy, civic literacy, health and wellness awareness, and environmental literacy.

UNIT OF CREDIT: A measure of credit that may be awarded to a student for satisfactory completion of a particular course or subject. A full unit of credit is that which generally requires 120 clock hours to complete. Credit may be awarded in increments based upon the amount of time a course or subject is offered and generally requires to complete. Individual students may be awarded credit based upon demonstrated knowledge of the content of a course or subject, regardless of the amount of time spent by the student in the course or subject. (Article 6, Section 2(a) of the Kansas Constitution)

Labor Market Information (LMI) Definitions

Pathways available for state approval at the secondary-level must meet the following criteria:

- Lead to high-demand and high-skill careers with postsecondary connections and/or industry credentials/certifications **or**
- Lead to high-demand and high-wage careers with postsecondary connections and/or industry credentials/certifications

High-Demand: An occupation that:

- Has a critical shortage of workers to fill the employment demands of industry, and
- Requires formal training exceeding that which can be provided on the job.

High-Skill: An occupation that requires all of the following:

- Specialized technical training,
- An advanced level of skill sets as defined by each industry and/or education (Examples: independent decision making, critical thinking, problem solving),
- A recognized validation of skill attainment or credential (Examples: certification, registration, licensure), and
- Includes mandatory continuing education and/or training.

High-Wage: An occupation that:

- Has a median wage for the occupation that is at least 200% above federal poverty level for a specific area/region or an entry wage of \$13.75 or higher, and
- Offers a wage progression strategy.

Wage & Employment Information is available at www.ksde.org for each of the Pathways in the Kansas Career Fields & Clusters Model. These documents should be used as a starting point for review and consideration when determining if a Pathway leads to high demand, high skill or high wage occupations.

Other Resources:

Kansas Department of Labor <http://www.dol.ks.gov>

U.S. Department of Labor <http://www.bls.gov/oco/>

Career One Stop www.careeronestop.org

Pathways Data Reporting Definitions

Refer to the *Kansas Career & Technical Education: Dictionary of Terms* on pages 6 through 8 to obtain definitions related to Pathways data reporting. Other definitions available are *Measurement Definitions*, page 10, aligned to each Perkins core indicator of performance.

MEASUREMENT DEFINITIONS

CORE INDICATOR	DEFINITION
1S1 Academic Attainment in Reading/ Language Arts	<p>Numerator: Number of CTE concentrators who have met the “meets standard” or above level on the statewide high school reading/language arts assessment administered by the state under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the state’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessment in reading/language arts whose scores were included in the state’s computation of AYP and who, in the reporting year, left secondary education.</p>
1S2 Academic Attainment in Mathematics	<p>Numerator: Number of CTE concentrators who have met the “meets standard” or above level on the statewide high school mathematics assessment administered by the state under Section 1111(b)(3) of the (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the state’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessment in mathematics whose scores were included in the state’s computation of AYP and who, in the reporting year, have left secondary education.</p>
2S1 Technical Skill Attainment	<p>Numerator: Number of <u>CTE concentrators</u> who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who took the assessments during the reporting year.</p>
3S1 School Completion	<p>Numerator: Number of <u>CTE concentrators</u> who earned a regular secondary school diploma, earned a General Education Development (GED) credential as a State-recognized equivalent to a regular high school diploma (if offered by the State) or other State-recognized equivalent (including recognized alternative standards for individuals with disabilities), or earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if offered by the State) during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who left secondary education during the reporting year.</p>
4S1 Student Graduation Rates	<p>Numerator: Number of CTE concentrators who, in the reporting year, were included as graduated in the state’s computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA.</p> <p>Denominator: Number of CTE concentrators who, in the reporting year, were included in the state’s computation of its graduation rate as defined in the state’s Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.</p>
5S1 Placement	<p>Numerator: Number of <u>CTE concentrators</u> who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007).</p> <p>Denominator: Number of <u>CTE concentrators</u> who left secondary education during the reporting year.</p>
6S1 Nontraditional Participation	<p>Numerator: Number of <u>CTE participants</u> from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of <u>CTE participants</u> who participated in a program that leads to employment in nontraditional fields during the reporting year.</p>
6S2 Nontraditional Completion	<p>Numerator: Number of <u>CTE concentrators</u> from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who completed a program that leads to employment in nontraditional fields during the reporting year.</p>

COMPLETING THE APPLICATION

To receive funding, the application must be completed and submitted electronically to Jay Scott, jscott@ksde.org . Pages requiring original signatures may be signed via electronic signature or scanned and attached as a (.pdf, .jpg, doc, or .docx)

If materials cannot be sent electronically, they may be mailed to Jay Scott at:

Jay Scott
Kansas State Department of Education
Career, Standards and Assessment Services
120 SE 10th Avenue
Topeka, KS 66612-1182

The application is due into KSDE by close of business June 1, 2013.

Contact Jay Scott at (785) 296-3951 or jscott@ksde.org , if you have questions regarding preparation of the application.

An Equal Employment/Educational Opportunity Agency

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: KSDE General Counsel, 120 SE 10th Ave., Topeka, KS 66612; 785-296-3201

CARL D. PERKINS CAREER & TECHNICAL EDUCATION IMPROVEMENT ACT

Instructions for the FY 2014 Perkins Grant Application

The application consists of several sections. Directions are provided for each section and examples are provided where necessary. It is important to provide detailed information for each section so that individuals reading your plan and Plan for Required Use pages can clearly envision what you would like to achieve through the use of Perkins IV funds. The budget should include line item entries that can be aligned to the programmatic, fiscal and performance on each identified Plan for Required Use page in order for funding to be considered.

NEEDS ASSESSMENT: Districts/consortiums may, but are not required, to conduct a needs assessment. The suggested needs assessment is the *Program of Study: Local implementation Readiness and Capacity Self-Assessment*. If the *Program of Study: Local implementation Readiness and Capacity Self-Assessment* is used, the *Pre-Self-Assessment of POS Readiness and Capacity* found on pages 13 and 14 will identify strengths and weakness that serve as a guide to improve, enhance and expand your plan narrative and Plan for Required Use pages. For example, elements will surface that demonstrate technical assistance and/or professional development needed; or POS templates will serve as a tool to determine appropriate interventions to strengthen the development and implementation your CTE clusters/pathways. Pages 13 and 14 must be submitted with the original application for FY 2014 if a new needs assessment is conducted. Consortiums may submit one needs assessment for the consortium as a whole. The *Program of Study: Local Implementation Readiness and Capacity Self-Assessment* can be found at: <http://cte.ed.gov/docs/POSLocalImplementationTool-9-14-10.pdf>.

COVER SHEET: List the name and type of school applying for funds, the school's address, the name of the person(s) primarily responsible for preparing the application, phone and fax numbers, and e-mail address. If additional names are to be included on the Perkins IV listserv, email the names and email addresses to Jay Scott, jscott@ksde.org . Only two names will be accepted on the cover sheet.

LIST OF CONSORTIUM MEMBERS: If you are a consortium writing a grant for multiple districts, identify each member district and their allocation on the form provided. Consortium grant writers will report data as a whole for the consortium on the Perkins Data Worksheet. Stand-alone districts do not need to complete this form.

PERKINS DATA WORKSHEET: Stand-alone and Consortium Perkins Grant Writers will use this worksheet as a means to identify strengths and weaknesses of district data. The data findings will be used to prepare the Local Plan Narrative. Consortium grant writers will report data as a whole for the consortium. All grant writers will need to complete this form.

NARRATIVE: The "Narrative" section provides specific information about the approved career and technical education clusters/pathways in the school and how Perkins funding allows program improvement and enhancement. This is the **PLAN** portion of the Local Plan and Application. The Perkins IV Act requires the information requested in items 1 - 12 be provided by each eligible recipient in order to receive consideration of a funding request, Section 134. Using the most current electronic version of the FY 2013 final approved application, update/revise each of the 12 items in the narrative (if applicable) for FY 2014. Please be very specific and detailed when responding to questions for year five of the five year plan. All revisions made in the FY 2013 Perkins Grant must be changed to black font. All revisions to the FY 2014 Perkins Grant must be made in red font. Activities for year six (2014) will be broadly written with opportunity for revisions throughout the fiscal year and expectant continuation of the Perkins 2006 legislation. Include the most current Pathways data (2013) to further justify the plan revisions.

ACTION PLAN FOR IMPROVEMENT: Individual districts must address their "unmet" performance measures by identifying the root cause. Consortiums will address each of the "unmet" performance measures as a whole when identifying the root cause. Once the root cause has been identified, a solution for the root cause must be developed inclusive of who is responsible for carrying out the implementation of the solution and a timeline in which it will be addressed. Districts/Consortiums that have met all performance measures do not have to complete an Action Plan for Improvement.

ITEMIZED EQUIPMENT LIST: Use the most current equipment list from your FY 2014 grant and add the new equipment requests. All equipment requests for FY 2008, 2009, 2011, 2012, and 2013 must be in black font. All requests for FY 2013 must be made in red font color. A description of the professional development/curriculum needs that will support the item to be purchased is included in the list of equipment for FY 2014.

ITEMIZED SUPPLIES, MATERIALS, SOFTWARE, and RESOURCE LIST: Use the most current supplies, materials, software, and resource list from your FY 2012 grant and add the new supplies, materials, software, and resource requests. All supplies, materials, software, and resource requests for FY 2008, 2009, 2010, 2011, 2012, and 2013 must be in black font. All requests for FY 2014 must be made in red font color. A description of the professional development/curriculum needs that will support the item to be purchased is included in the list of supplies, materials, software, and resources for FY 2014.

PLAN FOR REQUIRED USES OF FUNDS: This page describes what you plan- to do, how you plan to do it, how much it will cost, and how you will determine if the effort was successful (deliverables). A "Plan for Required Uses of Funds" page must be completed for all nine (9) required uses of funds. Identify desired performance outcomes as they relate to the required use of funds, and then develop programmatic, targeted activities and strategies. Each activity and strategy should be measurable against the desired outcome with either quantitative and/or qualitative data/deliverables, and specific goals should be established. The core indicators that each activity/strategy addresses should be identified. See sample below. If no federal Perkins funds are requested for any of the nine (9) required uses of funds, provide a brief narrative to explain sources/resources that will support this required use of the Perkins funds. When listing sources/resources, the listing of actual funds is not required but rather school improvement strategies that support the required use of funds that are in effect at the local district.

STATEMENT OF ASSURANCES: The "Statement of Assurances" must be completed by **each** eligible recipient who applies for funds from the Carl D. Perkins Career and Technical Education Improvement Act of 2006. The statement provides the assurance that all requirements have been met. **This section of the application must be signed by the appropriate authorized administrator (superintendent/director) via electronic signature or in blue ink.**

TRANSFER OF FUNDS: The "Transfer of Funds" must be completed by each eligible recipient who applies for Carl D. Perkins funds through a consortium. The "Transfer of Funds" sheet must be updated/signed for each fiscal year in blue ink. The transfer of funds provides direction that the funds will be deposited in one central pool of monies and dispersed for the activities identified in the application. **Note to consortia members: Actual allocations are not disbursed back to their participating eligible recipients as identified in the EDGAR regulations and eligible recipients transferring funds are still accountable for their own data reporting and how those funds are expended.**

Perkins funds are not an entitlement.

Sample for Required Uses of Funds Pages:

Performance: Intended Outcomes	Programmatic: Activities and/or Strategies	Data and/or Deliverable used to measure success	Goal/Indicator	Core Indicators
Pathway established for Hospitality and Tourism	CTE teachers will participate in summer honorariums to develop pathway	KSDE approval of pathway	Pathway approval, March 2012	1s1, 1s2, 2s1
Curriculum revisions implemented to ensure alignment to common core standards and Rigorous Programs of Study	CTE teachers will participate in summer honorariums to develop and improve curriculum	Qualitative alignment to common core standards	Curriculum approved by district C/I, July 2012	1s1, 1s2, 2s1
Development and implementation of program specific cross-curricular projects	Local professional development to support collaboration, integration and cross-curricular projects in seminar period by cluster	Career specific seminar activities, cluster specific-qualitative and quantitative measures	Minimum of two activities implemented in each cluster by April 2012	1s1, 1s2